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AUTHOR	Boyer, Roscoe A.; Beard, Gabrielle B.
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ABSTRACT

During its first year, this project placed 54 professors from 16 Mississippi senior colleges as paid team consultants in 27 elementary and secondary classrooms. Each three-member team was composed of a teacher and two professors from different colleges. The professors observed, assisted, and tutored classes which included disadvantaged children, a series of team meetings was held, and recommended changes in teacher education were published. The second year of the program was devoted to the implementation of the recommended changes. A total of 26 of the college professors continued in the program on a no-fee basis. The second year experiences included taking whole college classes to observe in public schools, bringing classroom teachers to appear before college classes, and using films to acquaint college students with a wide range of conditions. The 2-year project demonstrated that, if given the opportunity to supplement teacher education programs, college professors would use funds for travel, for substitute pay for public school classroom teachers, and for films and new instructional materials. A central agency could easily provide such services on a low cost budget to all 16 senior colleges in Mississippi. (Author/MBM)

ED045604

INTER-INSTITUTIONAL COOPERATIVE PROGRAM

For COLLEGE and PUBLIC SCHOOL TEACHERS of DISADVANTAGED YOUTH

An NDEA Institute
for Advanced Studies
sponsored by
The U.S. Office
of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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FINAL REPORT
Grant No. OEG-0-8-081417-2495 (042)

August, 1970

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ALCORN A&M • BELHAVEN • BLUE MOUNTAIN • DELTA STATE • JACKSON STATE • MILLSAPS • MISSISSIPPI COLLEGE • MISSISSIPPI INDUSTRIAL
MISSISSIPPI STATE COLLEGE FOR WOMEN • MISSISSIPPI STATE UNIVERSITY • MISSISSIPPI VALLEY • RUST • TOUGALOO
• UNIVERSITY OF MISSISSIPPI • UNIVERSITY OF SOUTHERN MISSISSIPPI • WILLIAM CAREY

FINAL REPORT

Contract No. OEG-0-8-081417-2495(042)

Inter-Institutional Cooperative Program for College and Public School Teachers of Disadvantaged Youth

Directors

Roscoe A. Boyer

Gabrielle B. Beard

Bureau of School Services
University of Mississippi
University, Mississippi 38677

August, 1970

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United States Department of Health, Education and Welfare
Office of Education

FINAL REPORT

Inter-Institutional Cooperative Program for College and Public School Teachers of Disadvantaged Youth

This document is the final report of an NDEA Institute for Advanced Study in Teaching Disadvantaged Youth. The purpose of the institute was to design learning experiences or activities or tasks for preparing teachers to work in public classrooms which included disadvantaged youth.

It is known that Mississippi's college-bound students rank well below the national average in scores achieved in the American College Testing Program (ACT). Over the three-year period, 1962-65, Mississippi college-bound students made a mean score of 16.8, while the national average was 20.4. A study by the Board of Trustees for Institutions of Higher Learning shows that in 1965 the average white Mississippi high school graduate who was accepted as a senior college freshman achieved a score of 18, and the Negro college freshman, a score of 7. (These data do not include junior college statistics.) Regardless of the group, Mississippi graduates rank lowest when compared with the rest of the country. Furthermore, on recent National Merit Scholarship Tests, the results show Mississippi to be in last place in the country in percentage of students achieving qualifying scores.

When one considers that the ACT program includes four tests of educational development, which for all practical purposes are general achievement tests, the average Negro college freshman is indeed inadequately prepared to enter any college undergraduate program.

The real tragedy of the whole situation is that the Negro colleges, attended by these low scoring students, trained more than 50% of the new

teachers in Mississippi in 1965. These data would lead one to conclude that being disadvantaged may be self-perpetuating.

The rationale of the program was to get the people who would be involved in whatever the changes might be in teacher preparation to participate in evaluating the changes. These were the college professors and deans of schools of education and school superintendents.

By the very nature of their work, most of the college professors do not have the extended contact with disadvantaged youth which allows them to have an understanding of the complex social arrangements under which the regular classroom teacher works. Yet it is the college professor who is responsible for preparing the teachers, for teaching skills, for developing the attitudes, and for conducting the research designed to produce better teachers. Therefore, the initial task was to get the college professor into public school classrooms for long periods of time.

The college deans were included in the program to help facilitate communication and understanding between people, e. g., between the colleges and the state teacher certification committees; between the colleges and the accrediting commissions, and between members of their own faculty.

Also participating were the administrators of the public schools, the superintendents, and attendance center principals. These administrators are responsible for employing classroom teachers.

Perhaps the most important group in the program was the classroom teachers. Since they were the product of the teacher preparation programs and have the experience of teaching disadvantaged students, classroom teachers were used to help college professors identify problems that needed

to be solved and emphasized in teacher preparation classes.

To attack the problem of preparing teachers for such a mass of disadvantaged students, a problem solving model was adopted for the program. The model included observation periods to recognize the kinds of problems teachers of disadvantaged youth ordinarily deal with in the course of their regular work. Lists of problems were prepared in regard to where, when, and to what extent these problems were found in the schools. A series of meetings was held to determine the possible causes of the classroom problems and how teachers could be trained to cope with the problems. Priorities were determined and suggested plans for implementation were reviewed. Follow-up evaluation was scheduled.

METHOD

As planned, the initial step for the first year was to identify fifty-four college professors in the sixteen senior colleges prorated on the number of students completing teacher certificate requirements. The college professors were paired in such a way that a professor from a black college would be paired with a professor from a white college, thus resulting in twenty-seven pairs. Such an arrangement established lines of communication between faculties of the various colleges and universities, a situation that has never existed in any form. In fact, until this institute, the deans or chairmen of the departments of teacher training of the sixteen senior colleges had never met as a group.

The names of the various colleges, number of students and college professors or teachers of teachers involved in the institute are given below:

College	Number of students Completing certificate requirements	Number of Teachers of teacher
Alcorn A & M	345	6
Belhaven	37	1
Blue Mountain	37	1
Delta State	229	4
Jackson State	342	5
Millsaps	45	1
Mississippi College	168	4
Mississippi Industrial	106	2
Miss. State College for Women	407	4
Mississippi State University	252	5
Mississippi Valley	200	5
Rust	159	2
Tougaloo	43	1
University of Mississippi	256	5
University of Southern Mississippi	515	7
William Carey	94	1
TOTAL:	3235	54

Once the college professors were paired, a classroom teacher was assigned to the pair, constituting a three member team. In order to identify team members, the sixteen deans or department chairmen, seven superintendents of schools and twelve attendance center principals met, and after becoming acquainted with the rationale of the program and suggesting changes, all parties agreed to participate and concluded by

identifying the participants.

The names of all persons associated with the program are listed below:

ADVISORY COUNCIL

Mr. Otis Allen
Leflore County Schools

Dr. John R. Blair
Mississippi College

Mr. William Bruce
Vicksburg Schools

Dr. Russell Crider
State Department of Education

Dr. Hugh L. Dickens
William Carey College

Dr. Hance Gamblin
Mississippi Valley State College

Dr. C. E. Holladay
Tupelo Schools

Dr. H. J. Jacob
Delta State College

Mr. George Johnson
Tougaloo College

Dr. Harold G. Johnson
Rust College

Dr. Garvin Johnston
State Department of Education

Mrs. Vashti Lewis
Blue Mountain College

Mr. Alfred E. McWilliams
Mississippi Industrial College

Dr. Carl L. McQuagge
University of Southern Mississippi

Dr. Woodrow L. Marsh
Cleveland Schools

Dr. John S. Martin
Jackson Schools

Mrs. Myrtis Meaders
Millsaps College

Dr. James W. Mileham
Mississippi State College for Women

Dr. S. A. Moorhead
University of Mississippi

Mrs. Pearl P. Perkins
Tougaloo College

Dr. Francis A. Rhodes
Mississippi State University

Dr. Kenneth B. Slaughter
Belhaven College

Mr. J. Bryant Smith
New Albany Schools

Dr. Sam Spinks
Hattiesburg Schools

Dr. Cleopatra Thompson
Jackson State College

Dr. Calvin White
Alcorn A & M College

Team Members by School Districts

TUPELO	Dir. of Instruction - Mr. Virgil F. Belue	
Team 11	Dr. Katharine Rea	Univ. of Miss.
	Mrs. E. Slaten Bowers	Miss. Ind. College
	Mrs. Alliene Gibens	Lawhon Jr. High
	Principal - Mr. Aaron Morgan	
Team 12	Mrs. Lynton S. Dilley	Univ. of Miss.
	Mrs. Sallie W. Mosley	Rust College
	Mrs. Evelyn Abbott	Green St. Elem.
	Principal - Mr. Nathaniel Stone	
Team 13	Dr. Gerald W. Walton	Univ. of Miss.
	Mr. James R. Foster	Miss. Ind. College
	Mr. Wardell Hurst	Carver High School
	Principal - Mr. Harry Grayson	
Team 14	Mr. John A. Hulsey, Jr.	Univ. of Miss.
	Dr. Vernon D. Gifford	Miss State College
	Mr. Robert Jamison	Carver High School
	Principal - Mr. Harry Grayson	
Team 15	Mrs. Reba K. Southwell	MSCW
	Mrs. Alice M. Burgoyne	Mississippi State
	Mrs. Merlene Whiteside	Lawhon Jr. High School
	Principal - Mr. Aaron Morgan	
NEW ALBANY	Dir. of Instruction - Mr. James R. Bryson	
Team 21	Dr. Robert W. Plants	Univ. of Miss.
	Mr. Jerry D. Sparks	MSCW
	Miss Carolyn Pitner	Central Elem. School
	Principal - Mrs. Elaine Eudy	
Team 22	Mrs. Ginevera Reaves	Rust College
	Mrs. Maude E. Walker	MSCW
	Mrs. Rose Gillis	Thompson
	Principal - Mrs. Lena Harmon	
Team 23	Dr. James I. Califf	MSCW
	Mrs. Vashti O. Lewis	Blue Mountain
	Mrs. Dorothy Gibson	Central Elem. School
	Principal - Mrs. Elaine Eudy	

LEFLORE COUNTY Assist. Superintendent - Miss Amanda Elzy

Team 31	Dr. Ladean Ebersole Mrs. Mable R. Brownlow Principal - Mr. David Jordan	Miss. State Amanda Elzy School
Team 32	Mr. William J. Stewart Dr. Gordon C. Johnston Mrs. Vera Allen Jones Principal - Mr. R. R. Pickett	MVSC Miss. State Amanda Elzy School
Team 33	Mrs. Nannie Mackey Whitten Mr. George May Mrs. Georgia Willis Moore Principal - Mr. David Jordan	Delta State MVSC Amanda Elzy School

CLEVELAND

Team 41	Mrs. Mary Whittemore Mr. William E. Johnston Mrs. Ada P. Jackson Principal - Mr. Andrew C. Isaac	Delta State MVSC H. M. Nailor Elem.
Team 42	Dr. Melba Partin Mrs. Ardelina G. Isaac Mrs. Ora R. Bell Principal - Mr. Andrew C. Isaac	Delta State MVSC H. M. Nailor Elem.

VICKSBURG Asst. Superintendent - Mr. William Bruce

Team 51	Dr. Swinton A. Hill Miss Lauretta Whitehead Mrs. Mattie P. Adams Principal - Mr. Charles L. Harris	Miss. College Alcorn A & M Bowman Elem.
Team 52	Dr. Ernest A. Boykins Dr. John R. Blair Mrs. Clara M. Washington Principal - Mr. Hollis L. Denham	Alcorn A & M Miss. College Ken Karyl Elem.
Team 53	Mrs. Vivian J. Tellis Dr. Kenneth B. Slaughter Mrs. Saltine C. Austin Principal - Mr. J. E. Stirgus	Alcorn A & M Belhaven Temple High
Team 54	Mrs. Ann W. Clark Mrs. Willie W. Bailey Principal - Mr. Frank E. Marley	Miss.College McIntyre Elem.

Team 55	Mr. Malvin A. Williams	Alcorn A & M
	Mr. Robert H. Bourdene	Miss. College
	Mrs. Odessa G. Williams	Temple High School
	Principal - Mr. J. E. Stirgus	
Team 56	Mr. Linuel Joyroe	Miss. College
	Dr. Clinton C. Armstrong	Alcorn A & M
	Miss Arlene R. Thomas	Jefferson Jr. High
	Principal - Mr. Robert E. Pickett	

HATTIESBURG

Team 61	Mrs. Elma A. McWilliams	Wm. Carey
	Mrs. Phoebe Pinkerton	Eaton Elem.
	Principal - Mr. Thomas R. Blackwell	

JACKSON — Asst. Superintendent - Dr. Harry S. Kirshman

Team 71	Mr. James Jones, Jr.	Tougaloo
	Mrs. Lois T. Breland	Southern
	Dr. Don Locke	Miss. State
	Mrs. Hazel Tucker-Jones	Jim Hill High School
	Principal - Mr. Luther J. Marshall	
Team 72	Dr. Robert King	Southern
	Dr. Wanda Helm	Jackson State
	Mr. Perry Brittain	Brinkley High School
	Principal - Mr. Joseph Sutton	
Team 73	Mr. Julius Myers, Jr.	Jackson State
	Dr. Ashley G. Morgan, Jr.	Southern
	Mrs. Velma Richmond	Dawson Elem.
	Principal - Mr. Jesse L. Stegall	
Team 74	Dr. Elaine Paige Witty	Jackson State
	Mrs. Gerry Reiff	Millsaps
	Dr. Leo R. Miller	Southern
	Mrs. Ruth C. Langford	Brown Elem.
	Principal - Mr. Joseph T. Travillian, Jr.	
Team 75	Mrs. Lillian C. Lane	Jackson State
	Mrs. Frances Coker	Millsaps
	Mrs. Willie Cooley	Southern
	Mrs. Annie M. Brown	Walton Elem.
	Principal - Mr. Lester Richmond	
Team 76	Dr. H. B. Easterling	Southern
	Mrs. Lottie W. Thornton	Jackson State
	Mrs. Isabell M. Smith	Robertson Elem.
	Principal - Mr. L. V. Randolph	

Once the teams were organized the college professors visited the classroom of the public school teacher where the professors observed, assisted, tutored and sometimes taught a group. The idea was to acquaint the teachers of teachers with problems classroom teachers faced when working with disadvantaged children. During subsequent work sessions, all teams met and discussed learning experiences that would improve the prepar tion of taachers of disadvantaged youth.

The resulting schedule of all meetings, including those of the individual teams, was as follows:

OUTLINE OF PROGRAM ACTIVITIES

Session	Attending	Activity
1 September	Staff, Deans and chairmen teachers of teachers from each college, Participants Consultants, Superintendents Principals	Orientation, Assignment of teams, Planning action (schedule)
2 September	Staff, Teachers of teachers, Participants, Consultants	Prepare action sequence Prepare tentative schedule (PERT Write job descriptions and responsibilities
3-4-5-6 Oct.-Nov.	Staff, Teachers of teachers, Participants, Consultants	Orientation phase for teams of teachers of teachers to visit schools and social agencie
7 December	Staff, Teachers of teachers, Participants, Consultants	Review plans for classrooms, PERT report
8-9-10-11 12 January Feb.-March	Staff, Teachers of teachers, Participants, Consultants	Classroom demonstrations i.e., teachers of teachers will assume full responsibilities in class-room on a whole day basis
13 March	Staff, Deans and Chairmen Teachers of teachers, Participants, Consultants	Review Decisions
14 April	Staff, Teachers of teachers, Participants, Consultants	Follow-up Confrontation, Meeting I
15 April	Staff, Teachers of teachers, Participants, Consultants	Follow-up Confrontation, Meeting II
16 May	All persons associated with program	Reviewing report prepared by consultants and staff

To assist in describing the learning experiences that the team members thought to be appropriate, a decision-making model was presented to the group as a whole, and following this session each team member was asked to list on individual forms such information as priority assignment; lists of materials required, their source and cost; number of student clock hours required to complete the experience or task; instructional setting (group size, site, course, type of instruction); what the activity was designed to accomplish; prerequisites to the learning experience; test to be used to determine whether the student had achieved the objective.

The forms used in these sessions appear on the next two pages. After all the experiences had been described and similar ones had been combined, each experience was described in a single sentence and was included as a part of the Inter-Institutional Program Survey. The purpose of the survey was to provide a convenient and practical method of having all participants (college professors, classroom teachers, deans, etc., Number=82) assign priorities to all suggested learning experiences. The survey form was six pages in length and follows this page. After the individual ranks had been tabulated, and group rankings assigned, detailed descriptions of each learning experience were provided to all participants. See Appendix A for detailed descriptions for the thirteen highest priority experiences. A brief description of these highest priority items appears on the following page.

The final session of the first year's program ended with agreement that the program should be continued in any possible form. Since the application submission dates for 1969-70 grants had passed, and since there was approximately $20,000 remaining in the original budget, the Office of Education was very kind in permitting the program to continue for the second year using the surplus funds.

1. Name 2. Team No. 3. Date

4. Experience:

5. Considering economic and time limitations, is the learning experience
ESSENTIAL_____ VERY DESIRABLE_____ DESIRABLE_____

6. Special materials required and/or other expenses necessary to provide the experience for student teachers.

7. Approximate number of student clock hours to complete this experience or activity?
_____

8. This experience specified for teachers of: pre-school pupils_____grades 1-4_____ grades 5-8_____ grades 9-12_____ all grades_____ all N-12_____

9. Instructional setting for the experience: Can be conducted in a large college class_____ Can be conducted in a small college class_____ Can be conducted in the community in a group_____ Can be conducted in community on an individual basis_____ Can be an individual assignment_____

10. Objective (What is this experience designed to accomplish?)

11. Prerequisites (What one, two or three competencies or experiences are necessary for the college students to have before working on this objective?)

12. Evaluation (What will test whether the student has indeed achieved the objective?)

INTER-INSTITUTIONAL COOPERATIVE PROGRAM

Problem Solving and Decision Making Model

PROCEDURES

1. Observation

2. Recognition of Shoulds (Concerns)

3. Should
   ± Actual

   Deviation

4. (a) How urgent is the deviation?
   (b) How serious is the deviation?
   (c) What is the trend of the deviation and its potential growth?

5. Analysis of deviation

   (a) What is the deviation?
   (b) Where?
   (c) When?
   (d) How frequently? How many?
   (e) Possible courses

6. Finding the cause

7. Recommended corrective action (Alternatives)

8. Anticipate potential problems
   Control of adverse consequences

9. Follow Up: Is the problem solved?

Model based on Kepner and Tregoe, The Rational Manager, New York, McGraw-Hill, 1965.

INTER-INSTITUTIONAL COOPERATIVE PROGRAM SURVEY

For each concern or learning activity listed below you are to indicate how desirable each learning experience is as a part of the teacher preparation program. Following each concern or learning activity will be four levels of desirableness. You are to indicate your response in the booklet by making a check mark in the space immediately following the category you have selected.

The category ESSENTIAL indicates the learning experience is needed for most teachers in their usual day to day work. The activity should be required for all college students in teacher preparation.

The category VERY DESIRABLE represents learning experiences that would contribute to a teacher's understanding of some of the major problems associated with disadvantaged youth. Every effort is made to include the activity in the teacher preparation program.

The category DESIRABLE represents activities which would be helpful but less so than ESSENTIAL and VERY DESIRABLE. The activity is of minimal importance and is to be considered as an elective.

The category NOT RECOMMENDED indicates that that activity is not recommended to be included in the teacher preparation programs.

1. College students are given practice in developing elementary or secondary level (academic) exercises based on a "poverty family's" social-economic needs and problems, (Examples might include health programs, recreation, comparative shopping, time payment).

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

2. Provisions are made for undergraduate students to discuss the image of college professors as persons who pass value judgments on school practices and school teachers as compared to persons who readily assist public school teachers.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

3. Continuing public school problems frequently are brought into college classroom discussion; namely, discipline, hunger, attendance, use of drill exercises, high school students who cannot read, poverty, etc.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

4. College students are given practice using pupils to determine if a sample of subject matter is too easy, is appropriate or is too difficult for a pupil.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

5. College students are given practice in prescribing classroom teaching procedures in cases where a student cannot comprehend or cannot perform a given task at a given level.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

6. College students are shown the procedures to use in securing professional consultants to assist in working with classroom problems.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

7. College students are given experience in working directly with or observing a professional consultant or subject matter supervisor at a school site and in a classroom situation.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

8. College students are shown and given some experience with the procedures that teachers can use in making referrals for children to mental health, rehabilitation agencies, special education classes, etc.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

9. College students are taught the principles and techniques for grouping pupils for instructional purposes.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

10. College students are provided information concerning the influence of self-concept upon the academic achievement of school children.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

11. College students are shown methods designed to be used by classroom teachers to change negative self-concepts to positive ones.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

12. College students are given demonstrations in the use of audio-visual materials and equipment to stimulate behavioral or personality change among environmentally deprived children. Examples in this case would be stimulating talking among silent children, teaching students to look up while talking with a stranger, and similar affective behaviors associated with disadvantaged children.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

13. College students are shown practical methods by which a teacher can work with pupils who do not talk or whose speech patterns cannot be understood.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

14. College students are shown practical methods by which teachers can assign and evaluate written work of pupils whose verbal expression is severely impaired or even approaching illiteracy.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

15. College students who are preparing to teach in the secondary schools are well acquainted with the extent of reading problems among high school students.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

16. College students who are preparing to teach in the secondary schools are well acquainted with subject matter programs for high school students who are "non-readers".

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

17. College students are coached in the use of standardized instruments (such as Peabody Developmental Kit, Carroll's model, etc.) to diagnose learning disabilities.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

18. College students are instructed in diagnosing errors pupils make (<u>come</u> for <u>can</u>, accent on first syllable, 5+2= 4, 14-5= 11, 6+3= 12) as contrasted with random errors, both in verbal and non-verbal behavior and at both the elementary and secondary levels.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

19. College students are given practice in using scientific procedures to increase attention and memory span and association. (Example: To associate the printed characters D O G with the sound "dog").

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

20. College students are required to collect, interpret and extrapolate social data for their home communities with emphasis upon implications affecting the educational system.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

21. All students in the teacher preparation program are required to take a course in speech correction or its equivalent.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

22. College students are taught how to manage children in a school building which has no recreational or play program.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

23. College students are acquainted with research findings relating to social stratification, community organization, and power structure.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

24. Counseling sessions which relate specifically to prognosis as a classroom teacher and to continuing professional development are scheduled for each college student.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

25. College students are informed and counseled as to the academic and administrative leadership that is provided by attendance center principals.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

26. College students participate in planning and evaluating the teacher preparation program.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

27. Faculty members use local guest lecturers to present information concerning disadvantaged children and related conditions.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

28. College students are required to take field trips to community service agencies; namely public health, mental health centers, public welfare.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

29. College students are required to read, review, and interpret articles, professional journals, and books relating to the teaching and counseling of disadvantaged children.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

30. College students are coached on ways of conducting home visits and parental conferences.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

31. College students are provided with lists of resource people who have direct contact with disadvantaged people.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

32. Students are given theory and experience in organizing classrooms in their teaching area so that different children will be involved in different activities at the same time with each child working on the skills he needs.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED_ D

33. College students are given some experience in using a variety of techniques for assessing progress of pupils? (Examples: Number of new words learned during this week as compared with last week, number of three-digit addition problems completed during 12 minutes, how many times a boy has left his desk, number of times a girl has received a favorable comment.)

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

34. College students are taught principles and techniques and given demonstrations in how to cope with disruptive behavior.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

35. College students are provided with the theory and procedures of effectively using indigenous persons as resource persons in classroom instruction.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

36. College students are given experience in the supervision of indigenous persons as classroom aids.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

37. College students are required to visit schools attended by pupils from low income homes prior to the time of student teaching.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

38. College students are assigned as student teachers to attendance centers attended by pupils from low income homes.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

39. College students are acquainted with the research evidence indicating that specific but well intended behavior on the part of the teacher may produce classroom disciplinary problems among environmentally deprived pupils. (Examples: grading practices, verbal punitive measures, honor systems, choice of words, seating arrangement, display of student's work, etc.)

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

40. College students are given training in teaching styles and acts that will stimulate or arouse among classroom pupils the need for power, achievement, and affiliation.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

41. College students are acquainted with ethical practices related to teaching environmentally deprived children.

ESSENTIAL___A VERY DESIRABLE___B DESIRABLE___C NOT RECOMMENDED___D

Priority Items of Concern in Teacher Training Programs as Ranked by 82 NDEA Participants

Rank	Items
1.	Continuing public school problems frequently are brought into college classroom discussion; namely, discipline, hunger, attendance, use of drill exercises, high school students who cannot read, poverty, etc.
2.	College students are acquainted with ethical practices related to teaching environmentally deprived children.
3.	College students are shown methods designed to be used by classroom teachers to change negative self-concepts to positive ones.
4.	Students are given theory and experience in organizing classrooms in their teaching area so that different children will be involved in different activities at the same time with each child working on the skills he needs.
5.5	College students are given demonstrations in the use of audio-visual materials and equipment to stimulate behavioral or personality change among environmentally deprived children. Examples in this case would be stimulating talking among silent children, teaching students to look up while talking with a stranger, and similar affective behaviors associated with disadvantaged children.
5.5	College students who are preparing to teach in the secondary schools are well acquainted with the extent of reading problems among high school students.
7.	College students are given practice in prescribing classroom teaching procedures in cases where a student cannot comprehend or cannot perform a given task at a given level.
8.	College students are taught the principles and techniques for grouping pupils for instructional purposes.
9.	College students are taught principles and techniques and given demonstrations in how to cope with disruptive behavior.
10.	College students are provided information concerning the influence of self-concept upon the academic achievement of school children.
11.	College students are required to read, review, and interpret articles, professional journals, and books relating to the teaching and counseling of disadvantaged children.
13.	College students are given experience in working directly with or observing a professional consultant or subject matter supervisor at a school site and in a classroom situation.
13.	College students are shown practical methods by which teachers can assign and evaluate written work of pupils whose verbal expression is severely impaired or even approaching illiteracy.
13.	College students who are preparing to teach in the secondary schools are well acquainted with subject matter programs for high school students who are "non-readers".

The second year's program was initiated by sending letters to all persons who had been associated with the institute outlining the constraints and possible procedures that could be used during the 1969-70 school year. Copies of the correspondence sent to the participants appear on the following two pages. Of the fifty-four consultants in the original group, twenty-six professors elected to continue to participate in the implementation phase of the institute. The names of these college professors are given below.

Mrs. Maxine Blackburn
University of Mississippi

Mrs. E. Slaten Bowers
Mississippi Industrial College

Dr. Ira D. Brown
University of Southern Mississippi

Dr. James I. Califf
Mississippi State College for Women

Dr. Bob Craven
University of Southern Mississippi

Mrs. Mary H. Crutchfield
Delta State College

Mrs. Wanda Helm
Jackson State College

Dr. John A. Hulsey, Jr.
University of Mississippi

Mrs. Ardelma G. Isaac
Mississippi Valley State College

Mrs. Lillian C. Lane
Jackson State College

Mrs. Vashti O. Lewis
Blue Mountain College

Mrs. Elma A. McWilliams
William Carey College

Mrs. Myrtis Meaders
Millsaps College

Mrs. Pearl P. Perkins
Tougaloo College

Dr. Katharine Rea
University of Mississippi

Mrs. Ginevera N. Reaves
Rust College

Mrs. Cathon J. Robinson
Mississippi Valley State College

Dr. William B. Shaw
University of Mississippi

Dr. John L. Southwell
Mississippi State College for Women

Mrs. Reba K. Southwell
Mississippi State College for Women

Mr. Frederick L. Spight
Mississippi Industrial College

Mrs. Maude E. Walker
Mississippi State College for Women

Miss Lauretta Whitehead
Alcorn A & M College

Mrs. Nannie Mackey Whitten
Delta State College

Mr. Malvin A. Williams
Alcorn A & M College

Mrs. Effie H. Clay
Jackson State College

The activities of the second year were easy ones to implement; namely, travel to schools, use of curriculum materials and films. Perhaps the most effective program was that performed at William Carey College, where college students worked in regular classrooms in the Hattiesburg City Schools. A brief description of the second year activities is given below.

	Participating	Activity
October	70 Tupelo junior high school students, 12 Miss. Ind. students, 13 Uni. of Miss. students	marijuana lectures and tours at Uni. of Miss.
November	8 Miss. Ind. students	observe language arts and Follow Through in Greenwood
	Delta State students	to observe Follow Through and English classes at Greenwood
December	38 Uni. of Miss. students	to observe integrated classrooms in New Albany
	16 Miss. Ind. students	to book fair at Memphis State Uni.
	31 Uni. of Miss. students	lecture by Mrs. Donna Van Slyke on teaching disadvantaged youth
January	100 Tougaloo students	viewing films "Children Without," and "For All My Students"
February	42 Uni. of Miss. students	to observe Forrest County Head Start
	100 Uni. of Miss. students	to observe Tupelo Individualized Instruction program
	Uni. of Southern Miss.	purchase AAAS Science-A Process Approach materials

	Participating	Activity
	20 Uni. of Southern Miss. students	to teach head start children Science-A Process Approach materials.
	160 students at Uni. of Miss.	to view films "For All My Students" and "Children Without"
	Miss. College teachers of reading	In-service training session
March	five William Carey students and 42 fifth graders from Hattiesburg	to Jackson to tour Capitol, Museum and Zoo
	45 Millsaps students	to McComb to view Computerized Program of Instruction in math and language
	30 Jackson State students	to observe Natchez-Adams County Public Schools; non-graded classes
April	15 Miss. Ind. students	to Greenwood to observe elementary classes
	Tougaloo students	to Natchez to observe non-graded classes.

Although attempts were made to elicit behavioral data to evaluate the second year's program, most of the data came back as testimonials (For the type of report form used see the Summary Report on the following page.) After studying these summary reports and after considering the total program, recollection of informal conversations, and one's feelings, some of the more general conclusions are as follows:

1. The second year's program did benefit college students by having them observe actual classroom situations that could not be duplicated on a college campus; namely,

   Follow Through programs

   Computer assisted instruction

   The experience of taking typical grade school children on a field trip

   Teachers using behavior modification techniques in group settings.

Regardless of how beneficial these situations may be, college professors are not prone to transport college students to attendance centers having special programs because travel is expensive and coordinating a trip requires time. In regard to financial arrangements, college administrators are reluctant to require students to pay an additional fee for travel. Added to the problem is the fact that a majority of the teacher training institutions in Mississippi are located in small towns and any visits involve a cost approaching $100 per trip for fifty students. Since local funds are not available to these institutions, the traditional teacher preparation lecture classes continue to predominate. In view of these circumstances,

Summary Report

1. Status Report reference no. _____ 2. Date._____

3. Name._____

4. Experience.

5. Number of college students (if applicable).

6. Objective (What was this experience designed to accomplish?)

7. Evaluation (How was it demonstrated that the objective was achieved?)

_____

Signature of college professor

possible solutions would be the leasing of a state-wide bus service and the use of films as a substitute for live observation.

2. The program did provide recent films for college classes. By establishing a state-wide audio-visual agency to review, purchase and loan such films to all college professors, teacher training classes could be improved at low costs. Also through a centralized curriculum-audio-visual aid lending service, a greater range of materials would be made readily available. A one day workshop for all college professors would be required in order to disseminate information, conduct a survey, and clarify operational procedures.
3. The program did recreate encounters between public school teachers and students and college professors. The cost benefits of such affective behavior can not be calculated. The testimonials were extravagant.
4. This final report is being prepared three months late and after the beginning of the fall semester, creating an opportunity for the past participants to ask about any subsequent program. There have been three requests for films and one for transportation costs.

Recommendations

The following recommendations are made in regard to improving teacher preparation for classrooms attended by disadvantaged children.

1. College professors assigned high priority to identifying and working with groups and yet no evidence was obtained that the affectiveness of groups was being studied. It is recommended that a paper be prepared dealing with groups in poverty schools.

We need a study on Do Groups Make a Difference? modeled on Do Teachers Make a Difference?

2. Due to the large number of teachers being prepared, the distance between Mississippi colleges and large population centers, the problems associated with itinerant observers in the attendance centers, the void of laboratory schools, the social life of college students and the usual college schedule of classes, it is recommended that a study be made of possible micro-experiences for students in the teacher preparation programs.

APPENDIX A

Rank 1.

"Continuing public school problems frequently are brought into college classroom discussion, namely; discipline, hunger, attendance, use of drill exercises, high school students who cannot read, poverty, etc."

Objectives

1. To enable beginning teachers to have proper perspective on the economics of poverty.

2. To incorporate into the instructional program for beginning teachers the interrelationship of the various disciplines; i.e. sociology, economics, philosophy, political science.

3. To involve teacher trainers in an awareness of the changing times in our democratic society.

Activities

1. Field trips (welfare offices, training laboratories, poverty projects, urban renewal).

2. Small group reaction (seminar approach).

3. Films for reinforcement.

4. Utilization of consultants and professional journals.

5. Teaching use of programmed materials.

Cost

1. Student teachers be informed of flexible scheduling and laboratory fees attached to the course. (We suggest an average laboratory fee of five dollars per term.)

2. About thirty dollars for film.

Evaluation

1. Written and oral reports from field trips and demonstrations wherever possible.

2. Panel reactors.

3. Student evaluation of effectiveness of the course and its coordination with other course objectives.

Adverse Conditions

1. Opposition from administration channels.

2. Inadequate funds and rigid scheduling.

3. Blocks in communications.

Methods of Minimizing Adverse Conditions

1. Re-education of administrative faculty.

2. Proposals to foundations for funds.

Recommended Uses of This Report

1. Tag "URGENT".

Rank 2.

"College students are acquainted with ethical practices related to teaching environmentally deprived children."

(Definitions or scope of "ethical practice". (1) Professional ethics: Expectations of teachers as professionals and classroom ethics. (2) Recognition and adaptation of pedagogical activities to the unique local environmental conditions.)

Objectives

1. Establish knowledge of professional ethics and develop skills for staying abreast of developments in professional ethics.

2. Create an awareness of local, unique environmental conditions and develop skills in establishing and maintaining contact with local social forces (professional organizations, parent organizations, student groups, spiritual groups, etc.).

Specific Objectives

A. Reading and literature research skills.

Activities

1. Reading assignments in professional journals.
2. Reading assignments in literature pertinent to unique cultural influences (biographies, depth studies, reviews, etc.).
3. Seminars for discussing or assigning "debates" about reading material.

Cost

1. Money - Should be reasonable and acceptable.
2. Time - Will require allocation within present coursework or establishment of new course or seminars.

Evaluation

1. Pre and Post experience attitude and factual knowledge assessment.
2. Compare group getting training to a central group.
3. Actual problem assignments.
4. Actual classrooms performance in practice teaching.

Adverse Conditions

1. Administrative resistance to adding extra load to curriculum.
2. Lack of course structure to permit successful introduction of material.
3. Vehicle for student teacher evaluation (how to access).
4. Lack of qualified supervising teacher (need).

Methods of Minimizing Adverse Conditions

1. Well organized proposed package.
2. Small scale initial effort for debugging (pilot study).
3. Supply guides for supervisors (established by a group of informed classroom teachers).
4. Public relations - selling the idea to deans and faculties.

B. Assessing local conditions.

Activities

1. Learn to establish contact with (1) local teachers (2) students (3) leaders (4) local administrators (5) parents and indigenous population.

2. Provide some "short cut" techniques for sampling local attitudes, expectations, mores, etc.

3. In summary, encourage the student to "get involved" with local community.

Cost

1. Money - very little.
2. Time - quite an expense by student teacher in getting involved and learning how to get involved in local community.

Evaluation

1. Essentially the same as in first objective, difficult to evaluate.

Adverse Conditions

1. College teacher should demonstrate these skills, not just teach.
2. Lack of training ground unless in college community or at time of student teaching - lack of student teaching time.
3. Stress developmental programs rather than a drastic approach. May be tendency to come on too strong.
4. Administrative resistance.

Methods of Minimizing Adverse Conditions

1. Longer period of student training (internship).
2. Stress to student the gradual process of developing these contacts.
3. Promote "involvement" of college faculty in their own community.

C. Effective Communication

Activities

1. Student should be exposed to value systems other than their own: (1) movies (2) tapes (3) visits from other value groups (4) visits to other value groups.

2. Student should be exposed to modern or contemporary slang and cultural groups: (1) tapes (2) visits.

Cost

1. Limited on money and time.

Evaluation

1. Similar to Specific Objective A.

Adverse Conditions

1. Student reactions may prevent acceptance.
2. Parental and possibly community objection.

Methods of Minimizing Adverse Conditions

1. Attempt to create a general acceptance and tolerance of other values.
2. Public relations activity.

Recommended Uses of This Report

1. Read it.

2. Do something.

(There is a diagram from this group also).

Rank 3.

"College students are shown methods designed to be used by classroom teachers to change negative self-concepts to positive ones."

Objectives

1. To produce classroom teachers who know how to change n egative self-concepts to positive self-concepts.

Activities

1. Employ sensitive teachers with positive self concepts
2. Employ college teachers with practical experience in public schools at appropriate grade level. (Certification standards for college teachers).
3. Secure funded programs for exchange of personnel between college and public school for minimum of one-half year.
4. More activites to supplement lectures in college classrooms.
5. Student observation of classroom methods with self-concepts.
6. Simulation techniques. (1) film (2) video tapes.
7. Develop values for occupations at all levels.

Cost

1. $5,000 per unit for difference in salary.
2. $1,000 per unit for difference in housing.

Evaluation

1. System approach.
2. Effectiveness of the program level of harmony between public schools and colleges.
3. Systems A.

Adverse Conditions

1. Inadequate measurement tools.

Methods of Minimizing Adverse Conditions

1. Funded programs for exchange of personnel between college and public school for one-half year or more.

Recommended Uses of This Report

Rank 4.

"Students are given theory and experience in organizing classrooms in their teaching area so that different children will be involved in different activities at the same time with each child working on the skills he needs."

Objectives

1. Suggestions for equipping student teachers with theory and practices for involving different children in different activities simultaneously so that each child will be working on skills he needs.

Activities

1. Grouping college students in classes to study various aspects and skills they experience in their work.
2. Determine to what extent colleges and universities may have students participate in federal programs such as Head Start, N.Y.C., etc.
3. Examine the feasibility of using simulated classroom experiences.
4. Investigate the possibility of requiring the 5th year as an internship prior to the awarding degree.
5. Consider some type of seminar in which theory proposed in college classes may be discussed by the students, classroom teachers in public schools, and the college professors. This is to be in conjunction with some advance observation and follow-up.
6. Consider change of emphasis in present courses.
7. Consider the role that teacher aides may play in relating theory and practice.

Cost

Evaluation

Adverse Conditions

1. Lack of funds.
2. Scheduling and time.
3. Administrative resistance to change.

Methods of Minimizing Adverse Conditions

1. Visits to centers of poverty.
2. Information dissimilation.

Recommended Uses of This Report

The Syracuse University seems to be the model most appropriate for these proposals.

Rank 5.5

"College students are given demonstrations in the use of audio-visual materials and equipment to stimulate behavioral or personality change among environmentally deprived children. Examples in this case would be stimulating talking among silent children, teaching students to look up while talking with a stranger, and similar affective behaviors associated with disadvantaged children."

Objectives

1. Faculty will provide an overview of the problems of the environmentally deprived.
2. Each student will demonstrate ability to not only operate audio-visual machines, but to relate each device to actual learning situations.
3. Students will demonstrate the ability to utilize clues from individual students in choosing audio-visual materials which will enhance learning and bring about desirable changes in affective behavior.
4. Students will demonstrate the ability to prepare audio-visual materials to meet specific needs.

Activities

1. For Objective 1, the use of field trips to social agencies, deprived neighborhoods, and deprived rural areas. (1) seminars and workshops (2) photo essays (3) student-made slides for unit-building and class discussion.
2. Students will select audio-visual materials for specific needs.
3. Audio-visual students will cooperate with the education departments to demonstrate operation of machines and materials to teach specific learings.
4. Students will have experience with using audio-visual materials in actual teaching situations. (film strips, language master kits, records, etc.).
5. Use of video tapes of simulated classroom situations for the purpose of planning remedial activities.
6. Use of role playing by students in order to become aware of the value of this technique.
7. Students will make photographs, transparencies, tapes, bulletin boards, puppets, models, maps, etc.

Cost

Evaluation

Adverse Conditions

1. Transportation for field trips.
2. Missing other classes while participating in off-campus activities.

3. Budgeting problems among departments in colleges.

4. Administrative problems for off-campus activities.

5. Distributions of audio-visual materials.

Methods of Minimizing Adverse Conditions

1. Faculty-made policies, IN WRITING, concerning field trips, selection and use of audio-visual machines and other audio-visual materials.

2. Inter-departmental meetings to promote understanding of value of off-campus activities.

Recommended Uses of This Report

Rank 5.5

"College students who are preparing to teach in the secondary schools are well acquainted with the extent of reading problems among high school students."

(Approximately seventy-five percent of what high school students learn in high school is learned through reading, according to Leo Faye, President of I.R.A. Practically no secondary majors have training in reading analysis, although reading is the foundation of all subject areas.)

Objectives

1. A reading course should be required of all secondary education majors, or, (2.).

2. Reading should be emphasized in the method's courses which deal specifically with content areas, i.e. social studies, science, etc.. (This is distinctly less desirable than Objective 1, and care should be taken that this material is taught by a reading specialist.)

3. To recognize types of problems which might relate to reading, such as: (1) Physical - vision, hearing, etc. (2) Social - peer group relations, family relationship and background (3) Emotional - low self-concept, attitude of defeatism, need for praise (4) Educational - verbal skills, experience, achievement (5) Intellectual - knowing a child's capabilities and/or interests, potential, etc.

4. To cope with these problems in the best way.

5. To acquaint students with reading skills both basic and specific.

Activities

1. Field trips - to broaden experiences in understanding school problems.

2. Audio-visual aids.

3. Resource programs.

4. Discussion of varieties of reading materials.

5. Techniques of reading skills such as word recognition skills and comprehensive skill as related to content area.

6. Recognition of reading problems:
   (1) Diagnostic tests - should be used by students (standardized tests).
   (2) Informal testing - teacher-made tests over materials assigned.
   (3) Others: listening or using cumulative records.
   (4) Demonstration by professors.

7. Follow-up activities.

Cost

1. Flexible.

Evaluation

1. These objectives are not intended to make specialists but to enable student teachers to identify the problems of high school students.

2. Objective: teacher-made tests, standardized tests, demonstration in classrooms and other areas using tests and observing students.

3. Subjective: attitude and interests, visitation to schools - display of interest and concern, demonstration in classroom, extra initiative, etc, display of curiosity.

Adverse Conditions

1. Obstacle to implanting another course or adding qualified personnel or hours to teaching load of those already in service.

Methods of Minimizing Adverse Conditions

1. Gathering support of those concerned: parents, teachers, principals, administration of both schools and colleges.

2. Be prepared to show the need for such a course.

Recommended Uses of This Report

1. This report must be strengthened by data which show existence of reading problems of high school youth.

2. This report could be used on national, state, and local levels to investigate reading courses for high school teachers.

3. Make report available to all persons involved and concerned, not to exclude the State Department of Education.

Rank 7.

"College students are given practice in prescribing classroom teaching procedures in cases where a student cannot comprehend or cannot perform a given task at a given level."

Objectives

1. A college student will be able to choose specific materials and/or activities which are needed to work with a pupil in order to help him comprehend and perform a given task at a given level.

Activities

1. The college teacher should demonstrate materials which would exemplify in his teaching the techniques which would enable his students to comprehend and perform with pupils a given task at a given level.

   Example: Use many different grouping situations with both elementary and secondary students.

Cost

1. It may be necessary for the college instructor to reorganize his own classroom procedure.

2. There may be some additional cost in securing various materials.

Evaluation

1. College students should be able to recognize the appropriate material for given tasks and levels, and rewrite if necessary, material suitable for a given level.

Adverse Conditions

1. Some professors of both content and methods courses may not see the need for the above stated objective.

Methods of Minimizing Adverse Conditions

1. Use seminars and workshops.

Recommended Uses of This Report

1. Put above activity into action as soon as feasible.

Rank 9.

"College students are taught principles and techniques and given demonstrations in how to cope with disruptive behavior."

Objectives

1. College students should be taught principles and techniques and given demonstrations in how to cope with disruptive behavior.

2. In depth study of the student as a unique individual. Analysis of factors which contributed to his becoming the person he is.

3. Utilize appropriate research related to disruptive behavior.

4. To promote a closer alliance between participating school systems and trainers of teachers. (Example: Use of materials centers, specialized consultants and instructional materials).

Activities

1. Orientation seminar for faculty and students for an explanation of the objectives of the Module and a description of the activities.

2. Audio-visual materials.

3. Reading and research. Selected bibliography furnished by participating school and teacher trainers.

4. Frequent field trips with definite purposes to ascertain the background of students for better understanding of the causes of discipline problems.

5. Observation of the behavior pattern of a particular child for a definite time followed by a written report.

6. Experience in seeing consultants at work. (Example: Juvenile court, mental health clinics, A.A.A., traffic safety, drugs, etc.).

7. Currier, personnel and material services between college teacher training programs and participating schools.

8. Specific instructions on the channels for services available for dealing with disruptive children.

Cost

Evaluation

1. Prerequisite: Human growth and development, sociology, and screening for teacher training program.

2. Placement of module: One semester prior to professional semester.

3. Estimate of time: One semester.

Adverse Conditions

Methods of Minimizing Adverse Conditions

Recommended Uses of This Report

Rank 10. #14

"College students are provided information concerning the influence of self-concept upon the academic achievement of school children."

Objectives

1. More emphasis during the freshman and sophomore years in helping college students understand themselves and the effects of the way each individual sees himself on his academic achievement.

2. Opportunities during sophomore psychology courses to observe the relationship of self-concept and academic achievement in actual classroom.

3. Use of films and video-tapes in lieu of observations.

4. Making college faculty available to public schools for inservice training to help teachers develop techniques for fostering self-concept in themselves and their students.

Activities

1. Small group meetings during orientation classes.

2. More emphasis in self-understanding through psychology courses.

3. Reduction of advisee load.

4. More provision for individual counseling.

5. Acquaint students with specific identification of negative self-concepts in psychology course.

6. Observe in classroom and list behaviors which indicate negative self-concepts.

7. Class discussion of students lists of above with emphasis on handling of confidential information.

8. Ways of helping children develop positive self-concepts in children.

9. Use locally produced video-tape and secure lists of appropriate commercial films.

10. Use of video-tape and/or audio with micro experiences and during student teaching for self-evaluation as well as class discussion.

11. Include time in schedule of college faculty and classroom time for meeting and clarifying aims.

12. Offer credit course in supervision of student teachers in school centers.

Cost

Evaluation

Adverse Conditions

Methods of Minimizing Adverse Conditions

Recommended Uses of This Report

Rank 11.

"College students are required to read, review, and interpret articles, professional journals, and books relating to the teaching and counseling of disadvantaged children."

Objectives

1. It is our feeling that students preparing for the teaching profession, particularly those who plan to teach in certain geographic areas, should be made aware of problems peculiar among students in those areas who, for one reason or another, are educationally disadvantaged.

Activities

1. We recommend that students should be required to read, review, and interpret articles, professional journals, and books relating to the teaching and counseling of the disadvantaged.

2. The teacher must keep abreast with current writings, and can thusly; keep a running bibliography and have them kept on reserve for student consumption.

3. This recommendation may be implimented by stressing the role of the disadvantaged in existing courses such as School and Community and Educational Psychology.

4. Another way to appraise students of this problem may be to have the student take a course in Sociology for the Disadvantaged.

Cost

1. Several books might need to be bought for the library.

2. Subscriptions for new journals should be placed.

3. In a few schools there might be the added cost of providing a suitable place for a reserve library and the expense of paying someone to keep the library.

Evaluation

1. The assigned reading should accomplish the following objectives:

   A. Know of problems involved in teaching the disadvantaged.
   B. Knowledge of materials and techniques to be used.
   C. Knowledge of background from which the disadvantaged come.
   D. Knowledge of experiment and/or experiences that school systems have tried and individuals who have written books on these.

2. To consider using the reading materials for the complementing of existing units.

3. Creating a unit with readings as the core.

4. Placing the reading materials on a reserve reading library list and requiring a certain number of articles or books to be read for written or oral reports.

5. Using the reading materials as the basis for forums and panels.

Adverse Conditions

1. If it is decided that an entirely new class should be added, there might be the difficulty of persuading those in charge of curricula or teaching certification of its need. (For example: Sociology of the Disadvantaged).

Methods of Minimizing Adverse Conditions

1. Certainly any professor should be aware of the need of adding this material to his classes.

Recommended Uses of This Report

Rank 13.

"College students are given experience in working directly with or observing a professional consultant or subject matter supervisor at a school site and in a classroom situation."

Objectives

1. How does a student teacher relate to a consultant?

2. To properly understand the role of a supervisor or consultant in the general pattern of the whole structure of the school organization.

3. To know what kinds of supervisors are available. (Subject area supervisors, elementary and secondary curriculums).

4. How can you best use a supervisor or consultant?

   A. Preparing for a supervisor and the services to be rendered.
   B. The follow-up of supervisory services.

Activities

1. Video tapes, films, etc., or vicarious experiences.

2. Master teachers as consultants and supervisors. Teachers being encouraged to take a few students into the various classrooms as he visits schools.

3. Encouraging freshman students who are interested in teaching to meet and become "Pals" with advanced majors.

4. Invite the various supervisors to talk to the large number of student teachers in an orientation period. (one day).

5. Role playing of the relationship of teacher's duties. (Demonstrating theories and methods of teaching subject matter areas).

6. Student reports of interviews with supervisors. (Invite consultants to be present).

Cost

1. Video tapes.

2. Films.

3. Consultant fees.

Evaluation

1. Give a general questionnaire to students as they return from teaching experiences or at termination of student teaching experiences.

2. Rank 13 proposal is highly desirable but in most school systems is not permitted.

Adverse Conditions

1. Physical impossibility of bringing every student teacher into personal contact with the supervisor.

2. Not sufficient supervisors.

3. Lack of cooperation and understanding.

Methods of Minimizing Adverse Conditions

1. Working with boards of education and superintendents in order to get their cooperation, especially in working with college departments.

Recommended Uses of This Report

1. That this report be consolidated with other reports.

2. That these reports be circulated among the group as others have been.

3. That a follow-up be carried out and a continuation of efforts be made to implement same.

Rank 13.

"College students are shown practical methods by which teachers can assign and evaluate written work of pupils whose verbal expression is severely impaired or even approaching illiteracy."

Objectives

1. Teach the student teachers how to relate the problems of students whose verbal expression is severely impaired, by developing the following understandings:

   A. Language and personality are related developments in children.
   B. Some speech-language difficulties may have an organic basis.
   C. Auditory discrimination improvement precedes articulation improvement.
   D. The quantity and quality of oral-written language increases as chronological age increases.

Activities

1. Role playing.
2. Case studies.
3. Films.
4. Outside reading by college students.
5. Block organization of student's time.
6. Dramatic play.
7. Experiences in the democratic processes.
8. Collecting.
9. Collecting and organizing procedures for producing oral-written language.
10. Creating procedures for producing oral-written language.
11. Evaluating oral-written work of children.
12. The following films will be used for viewing by students: (a) Shyness (b) Individual Differences (c) Shy Guy-Jr.
13. The students will view and then discuss films in small groups.

Cost

1. $10.00. (Order from State Department of Health).
2. Time required for each film is two hours, or six hours for total.

Evaluation

1. Give case history of child with language-personality problems.
2. Have students list five teaching procedures suggested in films to use in helping the child.

Adverse Conditions

1. Time allotted for course.

Minimizing Adverse Conditions

1. Schedule films for viewing outside of class during free time.

Recommended Uses of This Report

1. Give as suggestions to instructors who teach:

   A. Language Arts.

   B. Educational Psychology.

   C. All other related areas.

Not Ranked. Item 8. #21

"College students are shown and given some experience with the procedures that teachers can use in making referrals for children to mental health, rehabilitation agencies, special education classes, etc.".

Objectives

1. For the student to gain the information and experiences necessary to make appropriate referrals to mental health agencies, rehabilitation agencies, special education classes, etc. (This should result in a more effective utilization of referral agencies).

Activities

1. Discuss the importance of referrals in a "professional" or "block class" and suggest that students ask for such information (services available, procedures for referral, etc.) if the counselor or administration does not present it.

2. Instruction (in a professional or block class) concerning the identification of students who may need a referral.

3. It is recommended that during the first two weeks (approx.) of the field experience (student teaching) that the student teacher be required to present to the college supervisor evidence that they have familiarized themselves with any and all situations in their classes concerned with "referral cases" by working with the cooperating teacher, counselor or principal.

Cost

1. No extra cost in terms of money, however, may require some extra time for planning.

Evaluation

1. Examine course of studies for content necessary for instructional activity 1 and 2.

2. For activity 3, the student teacher is required to present to the college supervisor sufficient evidence.

3. (a) Long range - evidence of improved "health" of your classes.
   (b) Increased use of referral agencies.

Adverse Conditions

1. On recommendation of activity 3, lack of cooperation of the public school cooperative teacher in implementing this program.

2. Limited number of referral agencies in the local school district.

Methods of Minimizing Adverse Conditions

1. Offer in-service or free tuition course in "Supervising of student teachers".

2. Make distant referral agencies available for students in the local areas.

Recommended Uses of This Report

1. Make report available to State Department of Education.
2. Make available to all teacher-training institutions.
3. Send copies to MEA and its affiliates, MTA, MAST.